

CHAPTER 5

**ANALYSIS
AND
INTERPRETATION**

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5.0 INTRODUCTION :

As was mentioned in the last section of the chapter 4, the data was processed mostly in terms of frequencies, percentages, ranks, means and standard deviations. The analysis was done mostly through ranking and comparison through inspection. Statistical procedures of analysis were not resorted to except for certain basic statistics of central tendencies and variability. Analysis and interpretation of the data objective-wise are being presented in the sections to follow.

5.1 PERTAINING TO OBJECTIVE 1a :

The objective may be recalled here: "to identify the schools which have guidance programmes and those which do not have".

The data gathered on an information blank through the mail survey, elicited responses from 66 secondary schools of Baroda. The data was processed in terms of frequencies and percentages. Tables 5.1 to 5.6 present this data in a coherent form which reveal the relationship between the type of schools and the broad categories of guidance services

that exist in them. These tables are self-explanatory. However, the trend that emerges from them is presented after the tables.

Table 5.1: Status of Guidance Facilities in the Respondent Schools

Number of Schools					
Responded	With Guidance Facilities				Without Guidance Facilities
	Total	F	VC	TC	
66 (100%)	38 (58%)	5 (8%)	2 (3%)	31 (47%)	28 (42%)

Note: F : With Full-Time Counsellor
VC: With Visiting Counsellor
TC: With Teacher Counsellor

Table 5.2: Status of Guidance Facilities in Schools with Various Media of Instruction

Medium of Instruction	Number of Schools					
	Responded	With Guidance Facilities				Without Guidance Facilities
		Total	F	VC	TC	
Gujarati	38	22	2	2	18	16
English	22	12	3	-	9	10
Hindi	2	1	-	-	1	1
Marathi	2	1	-	-	1	1
Sindhi	2	2	-	-	2	-

Note: F: With Full-Time Counsellor
VC: With Visiting Counsellor
TC: With Teacher Counsellor

Table 5.3: Status of Guidance Facilities in Schools with Gender-wise Target Groups

Type of School	Number of Schools					
		Responded With Guidance Facilities				Without Guidance Facilities
		Total	F	VC	TC	
Boys'	3	1	—	—	1	2
Girls'	5	3	—	—	3	2
Coeducational	58	34	5	2	27	24

Note: F: With Full-Time Counsellor
VC: With Visiting Counsellor
TC: With Teacher Counsellor

Table 5.4: Status of Guidance Facilities in Schools with Various Types of Management

Type of Management	Number of Schools					
		Responded With Guidance Facilities				Without Guidance Facilities
		Total	F	VC	TC	
University	1	—	—	—	—	1
State Govt.	7	5	2	1	2	2
Central Govt.	2	2	1	—	1	—
Private	56	31	2	1	28	25

Note: F: With Full-Time Counsellor
VC: With Visiting Counsellor
TC: With Teacher Counsellor

Table 5.5: Status of Guidance Facilities in Schools of Various Localities

Locality	Number of Schools					
	Responded	With Guidance Facilities				Without Guidance Facilities
		Total	F	VC	TC	
LH	22	13	5	1	7	9
LM	44	25	-	1	24	19
LL	-	-	-	-	-	-

Note: F: With Full-Time Counsellor
VC: With Visiting Counsellor
TC: With Teacher Counsellor
LH: Locality where higher income groups stay
LM: Locality where middle income groups stay
LL: Locality where low income groups stay

Table 5.6: Status of Guidance Facilities in Schools at Various Levels of Institutional Performance

Levels of Institutional Performance	Number of Schools					
	Responded	With Guidance Facilities				Without Guidance Facilities
		Total	F	VC	TC	
High	32	16	5	1	10	16
Medium	7	4	-	-	4	3
Low	27	18	-	1	17	9

Note: F: With Full-Time Counsellor
VC: With Visiting Counsellor
TC: With Teacher Counsellor

The above tables (Table No.5.1 to 5.6) show that full-time counsellors were rarely deployed in those schools where some kind of guidance services existed. Teacher counsellors' deployment was relatively more predominant. English medium schools had proportionately greater occurrence of full-time counsellors. Full-time counsellors had proportionately greater occurrence among coeducational schools. Again, schools in those localities where higher income groups stayed had proportionately greater deployment of full-time counsellors. Finally, schools with high level of institutional performance had proportionately greater deployment of full-time counsellors.

5.2 PERTAINING TO OBJECTIVE 1b:

The statement of the objective may be recalled here: "to study the reasons for not starting a guidance programme in those schools which do not have one".

The data collected through interviews of the principals were processed in terms of frequencies and ranks. Table 5.7 presents the reasons for not starting guidance services as expressed by the school principals. The table presents the reasons in the rank order of frequencies.

Table 5.7: Reasons for Not Starting a Guidance Programme
N=10

Rank Order	Reason	Frequency
1.	No Special Grant	8
1.	Parents are Ignorant	8
3.	No Separate Room Available	7
4.	Teachers lack enthusiasm, training	6
4.	Suitable Psychological Tests in Local Language Not Available	6
6.	No Provision for Guidance Period	5
6.	No Financial Provision	5
6.	Required Number of Psychological Tests Not Available	5
9.	Trained, Skilled Personnel Not Available	4
9.	Parents Not Interested	4
9.	Necessary Facilities Not Available	4
9.	Necessary Updated Information, Materials Not Available	4
13.	School Management does not feel the need	3
14.	Students not interested	2
15.	Parents' Association does not Help Financially	1

As can be seen in the above table, the most predominant reasons reported by the principals for not starting a guidance services are lack of financial grant, ignorance of parents, lack of physical infrastructure, such as a room, lack of enthusiasm on the part of the teachers, etc. It is a paradox that the alleged ignorance of parents is perceived to be a reason for not starting a guidance programme; on the other hand, that should have been all the more the reason why guidance services should be initiated.

5.3 PERTAINING TO OBJECTIVE 1c:

The statement of the objective may be recalled here as "to study the type of guidance programmes in those schools which run one".

The data pertaining to this objective which were collected through a detailed questionnaire filled in by the counsellors of the four schools are presented here under as four case studies.

(# Back ground of Counsellors is presented in Appendix - 28)

5.3.1 Case Studies :

The case study is a procedure that concerns itself with all the pertinent aspects of a single unit - an individual, an institution, a family, a community. All the factors and the combination of factors involved in a given behaviour are examined to determine the existing status and to identify the causal factors operating.

Case study involves an intensive investigation. It is analytical in nature, and it includes interpretations of the data and the techniques used together with the recommendations, reports of case conferences and the follow-up.

"It is a favourite technique with social workers, clinical psychologists and psychiatrists, but it has been very little used by the counsellors and teacher counsellors" (Pasricha, 1976).

Case studies present a continuous and a coherent picture of an individual which no other technique can provide. It also helps in understanding of the inner life of the individual, his/her surroundings and his/her behaviour.

A case study can not be considered complete without evaluative reports of interviews. As a case study extends over a period of time, a report of the follow-up makes the study thorough and more meaningful.

In the present study, one of the objectives (No.1c) was to study the type of guidance programmes in those schools which run one. Responses from 66 secondary schools, out of the existing 100 secondary schools (during the period of data collection, 1986 - 1988) were obtained. Out of 66 secondary schools only 38 secondary schools had some kind of guidance services and among them, there were 4 schools having full time guidance counsellors, and only these schools were running guidance services. As only 4 schools were running guidance programmes with full time counsellors, case study of each of the schools was carried out to study the programme of each school in detail.

The guidance programme in each of the four schools was studied in terms of the following aspects :

1. Background of the school,
2. Initiation of the guidance programme,
3. Financial and administrative support for the guidance programme,
4. Background of the counsellor,
5. Kind of facilities provided by the school,
6. Target group for whom the guidance programme was organised,
7. The guidance activities in terms of :
 - a. Kind of activities/programmes,
 - b. Test procedures,
 - c. Test beneficiaries,
 - d. Reactions of students, teachers and parents to the guidance programme.

The following sections present case study of each of the four schools, that run a programme of guidance services. The schools have been represented by letters - i.e. A,B,C,D.

(# See Appendix - 4 for the names of the schools.)

5.3.1.1. Case Study - 1 :

School - A

School-A is situated in a residential township belonging to an industrial house. It is in the neighbourhood of a military cantonment. This school runs classes upto XIIth, the medium of instruction is English with co-education through out. The school was established and maintained by a private management. The students of the school, by and large, come from the upper middle class and the level of academic performance has been of a high standard generally.

In 1977, the guidance services were started under the leadership of the then Principal, who was assisted by an expert from B.M. Institute, Ahmedabad.

The activities of the centre were vocational guidance programmes, such as career talks, career conferences, and assistance to disabled and low achievers. Due to the fact that these services were at the infancy stage, the constraints therein, these services were provided after the school hours. Other important services were psychological testing of students of standards IXth, Xth and XIth. Also joint meetings of principal, teachers, parents and counsellor were arranged to discuss the performance of the students.

Later on, in order to meet the increasing needs of the students, a full time counsellor was appointed, who followed up the activities mentioned above. It is pertinent to say here that the co-operation extended by the teachers to observe the students whenever necessary, contributed to the successful functioning of the counselling unit. The type of guidance services offered to the students included educational guidance, vocational guidance and personal guidance.

By and large, individual guidance services geared to meet the needs of students of class VIIIth to XIIth with behavioural problems constituted the main agenda; so group guidance services were rarely attempted. These guidance services included meetings and conferences with parents of these children. Special attention was given to the low achievers, by way of counselling them and their parents. Both these categories, viz., low achievers and students with behavioural problems were administered psychological tests during the proxi periods, with an objective of understanding them, which was essential for the follow up programme.

The facilities available in the guidance service unit were the following :

- an exclusive room,
- table, chair, benches, display racks, bulletin board,

- files, records, charts, graphs, exhibits materials, psychological tests, books, and other reading materials,
- telephone.

The school had maintained the records of various guidance activities. These included - reports of medical check up, academic test results and findings related to psychological testing. Another important document maintained was the cumulative record card; which was kept upto-date with the cooperation of the respective class teachers.

The different individual and group tests administered by the counsellor were as under :

- (1) Scientific Knowledge Test (Group test)
- (2) Differential Aptitude Test (Group test)
- (3) J.B. Parikh Interest Inventory (Group test)
- (4) High School Personality Questionnaire (Individual test)
- (5) Standard Progressive Matrices Test (Individual test)
- (6) Bhatia's I.Q. Test (I.Q. Test)
- (7) Alexander's Pass - Along Block Design Test (I.Q. Test)
- (8) Study Habit Inventory
- (9) Adjustment Inventory
- (10) Engineering Aptitude Test
- (11) Emotional Maturity Test.

In the year 1986, the following students were the beneficiaries of the guidance programme :

- 90 students (50 boys and 40 girls) from Std.VIIIth,
- 90 students (45 boys and 45 girls) from Std.IXth,
- 75 students (40 boys and 35 girls) from Std.Xth.

While the guidance programme was being undertaken by the school, school was not receiving any kind of grant either from external source or from the government. Only 3% (Rs. 25000/- per annum) from the total budget of the school was spent on guidance programme.

It was reported that many a times, the student who required guidance was identified and picked up by the counsellor herself and sometimes the students themselves contacted the counsellor directly. Academic results, data from cumulative records, teachers' observations of the students, remarks and comments of the class teacher, parents and friends - all these formed the basis for the guidance services provided to each student; thus making it a comprehensive process. This programme was well appreciated by the students, teachers and parents.

With regard to revising the guidance programme, the counsellor was of the opinion that the programme in vogue

did not require any change, as it was running well. That it was running well was arrived at, by means of evaluation of the programme on the basis of opinion of experts, discussions and comments of teachers and staff of the school, reactions of the students, teachers and parents.

Full involvement of all the class teachers was believed to be essential by the counsellor to make the guidance programme more successful. It was also suggested by her that appointment of an additional person would help to improve the programme.

By and large, it was observed that in the name of guidance, what was going on in the school-A, was psychological testing, exclusively for problem children and low achievers. The interventions were mostly at the individual level. Apart from this, discussions with the counsellor did not give sufficient indications as to whether she had a vision about the future developments in the guidance programme of the school. She had very little by way of action plans for innovative practices in her programme.

5.3.1.2 Case Study - 2 :

School - B

School-B was established and maintained by private management. It is situated in the chemical industrial area of Baroda, and run classes upto Std. XII. The students of

the school come from higher, middle and lower classes. According to the results of S.S.C. examinations of the previous five to eight years, the performance of the school was high. The medium of instruction of the school is Gujarati and offers co-education.

The principal of the school, during 1978-79 took a very keen interest in guidance services and thereby pioneered a regular guidance programme in the school, establishing 'Alembic Vidyalaya Bal-Margdarshan-Kendra', which was a child guidance clinic, financially supported by the Social Welfare department, Government of Gujarat.

This centre received a 75% yearly grant for the guidance programme from the government. In addition to that, every year Rs. 30,000/- were kept aside from the school budget for this kind of programmes. The counsellor was getting the remuneration as per the government pay scales.

The school had provided various facilities for the centre, such as :

- room,
- files, records, charts,
- exhibit materials, reading materials and books,
- psychological tests.

The objectives of the centre were to provide guidance to the emotionally disturbed, physically handicapped and scholastically backward children, and to counsel their parents.

The centre had a full time counsellor, who had two years experience in the field of counselling. They had also appointed a speech therapist on a part time basis.

The school offered guidance in the field of education and vocation, and also provided personal guidance. Both individual and group guidance were offered, but these were only for problem children. These services were provided during the school hours, before and after school hours and also on holidays. The centre organised parent-teacher and counsellor meetings. The speech therapist was also called upon to counsel the parents of children with speech disorders. Moreover, short term research projects in the field of mental health were also taken up by the staff of the centre.

Psychological tests were administered on specific problem children. The counsellor was using individual and group tests for different purposes, such as :

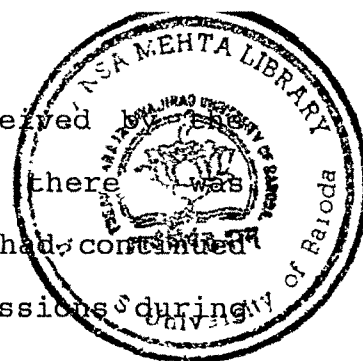
1. Introversion - Extroversion Test (Group test)
2. Child Aptitude Test

3. Draw - A - Man Test (Individual test)
4. Risk Taking Test
5. Coloured Progressive Matrices Test
6. General I.Q. Test
7. Aptitude Test
8. Interest Inventory.

The counsellor had maintained a weekly, monthly and yearly report of these activities along with the case histories of students, reports of parents and teachers, and termination reports. Students who required guidance were identified through counsellor's efforts, coupled with efforts of class teachers, parents, friends, and through observations. The school teachers also helped in home visits, psychological test administration, counselling of parents and students and in taking a student's interviews. The counsellor also maintained separate records of the students, who underwent the guidance programme, such as : weekly record of discussion sessions, monthly and yearly record of these activities, etc. Apart from the above mentioned activities, out-station camps were organised for the children.

In the year 1986, 168 students, between the age group of 5-20 years were benefited by this programme.

The guidance programme was positively received by students, teachers and parents ; because there was remarkable improvement in the class. Students had continued receiving the guidance and from the discussions during parents' meetings, it was evident that guidance programme was received positively by all parents. The guidance programme was evaluated by the counsellor on the basis of opinions of experts, reactions and comments of parents, teachers and students and from the scholastic achievement of the students.



The counsellor believed that as per the needs of problem students, guidance programme should change every year. As an effect of the programme, the teachers also changed their teaching methods for problem children. The counsellor, however, seemed to have no specific plan for future programmes, though she had opinion that the use of audio-visual aids would be useful in this kind of activities. She also believed that one clinical psychologist and one psychiatrist should be appointed for such guidance programmes.

It can be stated that in spite of all these, in reality this school provided the guidance services only to the handicapped and problem children and that psychological tests were used only for them.

5.3.1.3 Case Study - 3 :

School - C :

School-'C' is situated in Manjalpur area of Baroda city. It is a private management school with co-education and classes upto Std. XIIth, both in Gujarati and English mediums. The students of the school come from high^{ex} middle and lower income groups. The academic performance of the school was high.

The decision to start guidance services in the school was taken by the management. The guidance services got started in 1984 with a part time counsellor working for four days a week. Initially, scholastically backward and emotionally distrubed students of Std. Ist to VIIIth, of English medium were counselled, and later on the service was extended to K.G. students as well. Slowly the programme expanded, including educational guidance and personal guidance for all children. The techniques of individual guidance and group guidance were employed for the programme.

Different facilities made available for the success of the programme were :

- room, benches, bulletin-board, display-racks,
- radio, T.V., V.C.R., Video-cassettes, Video-films,
- telephone,
- medical check-ups,

- charts, graphs, files, records, books, reading materials, and exhibit materials,
- psychological tests, etc.

The school did not receive any kind of grant from external sources nor did it have a budget for this programme. In spite of this, the school had provided all necessary facilities and infrastructure required. Time allotted for the programme was 3 working hours a day for four days a week.

The counsellor had observed that initially there was a little hesitation on part of the parents, teachers and Head of the unit. Later on, orientation and awareness programme, regarding guidance, were organised by inviting experts from outside which evoked positive response from not only teachers, but also parents.

The various activities undertaken for the guidance programme were - a project for K.G. children, who were emotionally disturbed, which was followed for two years, film-shows on "Behavioural Problems of Children" shown to the teachers and parents, video-programmes developed by the counsellor on "To Know Your Child" and "Importance of Play" meant for the teachers and parents, orientation programmes conducted with the purpose of creating an awareness and understanding about the need and importance of guidance among teachers and

parents, regular group discussions and talks on "Behavioural Problems of Children" with active participation of teachers and parents, and sessions to guide the parents for identifying and encouraging their gifted children.

The counsellor administered different psychological tests on the students of Std. Ist to VIIIth, to identify various types of difficulties faced by the students. She had used both individual and group tests, namely :

1. Coloured Progressive Metrices Test (Individual test)
2. Standard Progressive Metrices Test (Individual test)
3. Draw - A - Man Test (Individual test)
4. Aptitude Test (Group test)
5. Attitude Test (Group test)
6. Interview Schedules were prepared separately for teachers, parents and students.

The counsellor maintained a half-yearly record of information regarding students, which was referred to the counselling unit. She had also maintained a separate record of case studies of the beneficiaries. The data recorded, included : information related to the child, viz., personality details including the results of the psychological tests, family back-ground, peer group and parents' and teachers' opinions about the child.

The important exercise of identifying problem children and the follow up work was carried out with the help of respective class teachers under the efficient leadership of the principal. The identification of students who needed guidance was done on the basis of; information from cumulative record card, academic performance, observation, and opinions and comments of friends, teachers and parents. Some times the students directly came to the counsellor for help.

In the year 1984-86, totally 200 students of Std. Ist to IVth, were benefited from this programme.

The guidance programme was evaluated by the counsellor through internal evaluation, i.e. : discussion sessions with teachers, parents and students. From the information got through these discussion, and from the behaviour of students and their academic performance, it could be deciphered that the guidance programme was positively received by the students, teachers and parents.

In conclusion, it can be said that the school guidance services had focussed on emotionally disturbed, scholastically backward and gifted children. Moreover, the programme did not include any guidance programme regarding education or vocation for secondary children.

5.3.1.4 Case Study - 4 :

School - D

The Petrochemicals Campus has two schools, one English medium and the other Gujarati medium, both run by the Central Government. Both schools offer co-education and run classes up to XIIth. The students come from high, middle and low income groups. Both the schools are basically established for children of I.P.C.L. employees.

In the year 1980, it was felt by the management that a guidance programme was necessary to be introduced in the schools to meet the needs of the students. It was decided that the schools could have a single guidance unit, which would serve the purpose of both the schools. Hence, for the present study these two schools have been considered as a single unit and have been labeled as school-D.

Two full-time counsellors, one for primary and another for secondary, were appointed. The activities of the unit were organised by these two counsellors in co-ordination with each other.

For guidance programmes, the school had provided the following facilities :

- room, benches,

- files, records, books, reading materials,
- bulletin-board, display racks,
- psychological tests,
- Projector, slide projector and
- facility of medical check-up at I.P.C.L. dispensary.

The school has facilities to train their staff members in this field by arranging teachers' 'In Services Training Programmes' every year. Whenever out side agencies conducted such training programmes for counsellors, the counsellors of the school were informed.

The schools did not receive any kind of grant from external sources. But the school management and school authority believed that guidance programme was an integral part of the school, and hence, whenever any financial help was required, it was promptly made available by the school management.

Initially, teachers and students' parents were not aware of this kind of programme. As it was a large school, with around 5000 students, it was very difficult to establish relationship with every body. But gradually, counsellors involved teachers and students in these activities through orientation programmes, by which they got very good response from the teachers and students.

The activities of the unit were mainly educational and vocational guidance for problem children. The techniques employed were individual guidance, individual counselling and group guidance. There was no fix time for the activities, but the counsellors counselled the students during and after school hours. Psychological testing and test of aptitude, important components in the agenda, were carried out not only for problem students but also for students of Std. IXth with the objective of helping them to choose their optional subjects in class Xth. For the testing purpose, they had employed various psychological tests. They were :

- (1) Differential Aptitude Test
- (2) General Adult Test Batteries
- (3) Bennet's Mechanical Comprehension Test
- (4) Revised Miniasota Paper Form Board Test (Group test)
- (5) Bell's Adjustment Inventory
- (6) Intelligence Test (N.N. Shukla) (Individual test)

- (7) Desai, Bhatt Group Intelligence Test
- (8) Standard Progressive Matrices Test
- (9) Koh's Block Design Test
- (10) Alexander's Pass Along Test
- (11) Bender Gestalt Test for Children (Individual test)
- (12) Non-Verbal Group Test of Intelligence (Joshi and Trivedi)
- (13) Mixed Type Group Test of Intelligence (P.N. Malhotra)

Psychological tests were also conducted for students of Std. VIIth, to evaluate discrepancies between potentialities and achievement for students of Std. IXth, for career guidance and for students of Std. XIth, for selection of computer course. Psychological tests were also used for children referred to diagnose their problems.

Counsellors identified the students who needed guidance, from opinions of class teachers, friends and parents, through observation and socio-gram, group testing and from medical records. Higher secondary students always directly came to the counsellors for guidance. The success of the unit was greatly due to the co-operation of the class teachers. Some times, cases were referred to by the doctors from the dispensary. On the other hand, co-ordinators, supervisors, principals and parents also referred students to the counselling unit.

The schools had undertaken various activities in the guidance programme. They were educational talks, orientation talks, career talks, career conferences, visits to industries, screening of films, and arrangement of talks for parents and teachers. The school had also published a booklet on "Choice of Vocation" for the H.S.C. students. The schools also invited experts from outside for guest lectures, for guidance programmes.

Counsellors maintained a monthly and yearly record of the guidance programme, comprising of various aspects, such as result of psychological testing, counselling, home visits, visits of agencies, visits of industries, orientation talks, In-service training programme, reports of parents-teachers meetings, and reports of the programmes of other agencies. The counsellors also maintained separate record of the beneficiaries of the programme. It included the details regarding personal data, teacher referral, results of individual and group testing, medical history, information regarding individual meetings with parents and students, group conferences, observation details, school records, and home visits.

In the year 1984-85, 230 students (178 students from Gujarati medium and 52 students from English medium) of Std. IXth had been benefited out of this programme. Girls from Std. VIIth were also benefited by this programme. Totally

150 students from Std. IXth, Xth, XIth and XIIth got the advantage of these activities, i.e. : career conference, exhibitions and films. In 1985-86, 217 students from Std. IXth benefited from the vocational guidance. Totally 375 students of Std. VIIth (290 students from Gujarati medium and 85 students from English medium) were covered under this programme.

The guidance programme was evaluated by informal internal evaluation, i.e. : by teachers and Head of the school. From informal reports of class teachers, opinions and comments of the parents and students, it can be said that the guidance programme was received positively and successfully by parents, teachers and students. Counsellors observed that through this programme, teachers' attitude was changed towards the academically backward children. Before the year began, monthly and yearly planning was done by the counsellors with consultation and advice of the Heads, Administrators and Management personnel. Counsellor said that if need arose, they would make the necessary changes in the next year's guidance programmes.

At the end, the counsellors had given suggestions for making the guidance programme more successful in future. They were as under:

- (1) Need based instructional guidance programmes should be prepared for the students of Std. Ist to IVth, who had educational difficulties.

- (2) The counsellors should keep in touch with other agencies and organisations, so that they can share their information, experiences and difficulties through discussion and get new ideas for future programmes.
- (3) The programme should be introduced for exceptional children and educationally backward children.
- (4) Research should be done in this area.
- (5) Leadership training programme and self development programme should be organised for the school students.
- (6) Professional short term courses and refresher courses should be organised in the school.
- (7) There should be provision for arranging special training course for the counsellors.
- (8) School policy should be more progressive, so that all students can benefit from this programme.

At the end, it can be said that the school guidance services had given more importance to the individual guidance and counselling and had done psychological testing for the

problem children, backward children and handicapped children. All students were not covered in this programme, but only a small proportion of the population of students was benefited.

5.3.2 Discussion :

The detailed case studies of guidance programmes in four schools have been presented in the preceding sections. This section presents a discussion on all the aspects of guidance programme viewed with a holistic perspective.

The significant point that emerged was that, the schools had provided guidance services only for the problem children, i.e. their target group comprised of emotionally disturbed, handicapped and educationally backward children. The other children, who did not fall in the above mentioned categories, were totally out of their purview. In other words, none of their services were geared to meet the needs of general category of students. Actually each and every student needs guidance at different stages right from K.G. to H.S.C. level and so any guidance programme should consider needs and problems of all children, while finalising their programme; only then can a guidance programme be meaningful and successful.

The techniques used by the counsellors were individual guidance and counseling, and psychological testing. Once in a while, the services offered included vocational guidance to the students by arranging career talks, exhibition and film shows.

Looking at the programmes running in the schools, many areas were delineated that needed to be looked into. What was offered in the name of vocational guidance was only career talks, but this was not on a regular basis. No special care was taken to provide guidance regarding vocations for S.S.C. passed and failed students separately, nor for girls and boys specifically. Detailed information on various institutions and technical courses was also conspicuously absent in the programmes. Moreover, no discussions were held on improving study habits, mode of answering for the examinations, writing applications, facing interviews, etc. There was no attempt made to arrange field visits to work places, which is essential for vocational guidance. There were no efforts to regularly monitor the programme, and to improve it if needed. Another significant drawback was that the counsellors did not develop any programme on the basis of needs of the students.

Apart from the above points, none of the counsellors had

background of guidance and counselling, i.e. none of them were qualified in this area. Out of five counsellors, three had degree in M.S.W./Sociology, whereas other two had degree in Clinical Psychology. It was but natural that the organised guidance programmes on the basis of their educational background, and related knowledge; possibly, they had also applied their personal views and approaches for these programmes.

The positive point that could be delineated from all the case studies was that the need for guidance and counselling services was felt by the schools, and that efforts in this direction had been initiated. It has to be realised that any programme would have teething problems in the initial stages. Like-wise, all the four schools did have certain problems and lacunae to be filledup. It was definitely a long way to go before the institutions would be effective and successful in their mission.

5.4 PERTAINING TO OBJECTIVE 2:

The statement of the objective may be recalled here: "to study the needs and problems of secondary school students from selected schools, in order to develop an educational and vocational guidance programme".

The data collected through administering the needs and

problems questionnaire on the sample cluster, were processed on the basis of gender, and level of achievement, in terms of frequencies and ranks. The data thus processed are presented in tables 5.8 to 5.27. Tables 5.8 to 5.12 present the vocational needs expressed by the sample cluster.

(# Details of students' responses regarding Vocational Needs are presented in Appendix-29).

**Table 5.8: Vocational Needs of Standard IX Students
N=36**

Rank Order	Vocational Needs	Fre- quency
1.	Knowledge about Areas in which to Achieve Proficiency	36
2.	Knowledge of One's Aptitude, Interests, Intelligence	32
3.	Knowledge of How to Write Applications	31
4.	Information Essential for Job Interviews	25
5.	Knowledge about Various Vocations Open to SSC Pass Students	23
5.	Knowledge about Various Vocations Open After Graduation	23
7.	Knowledge about Vocations Requiring Essential Training	22
8.	Knowledge about Various Vocations Open to SSC Fail Students	19
9.	Knowledge of How to Fill In Prescribed Application Forms	18
10.	Knowledge about Specific Vocations Open to Girls	17
11.	Knowledge about Various Vocations Open to HSC Pass Students	15
12.	Knowledge about Specific Vocations Open to Boys	14
13.	Knowledge about Various Vocations Open to HSC Fail Students	7

**Table 5.9: Highly Rated Vocational Needs of Standard IX Boys
N=20**

Rank Order	Vocational Needs	Fre- quency
1.	Knowledge about Areas in which to Achieve Proficiency	20
2.	Knowledge of One's Aptitude, Interests, Intelligence	16
2.	Knowledge of How to Write Applications	16
4.	Knowledge about Various Vocations Open to SSC Pass Students	14
4.	Knowledge about Various Vocations Open After Graduation	14
6.	Knowledge about Various Vocations Open to SSC Fail Students	12
6.	Knowledge about Specific Vocations Open to Boys	12
6.	Information Essential for Job Interviews	12

**Table 5.10: Highly Rated Vocational Needs of Standard IX Girls
N=16**

Rank Order	Vocational Needs	Fre- quency
1.	Knowledge about Areas in which to Achieve Proficiency	16
1.	Knowledge of One's Aptitude, Interests, Intelligence	16
1.	Knowledge about Specific Vocations Open to Girls	16
4.	Knowledge of How to Write Applications	15
5.	Information Essential for Job Interviews	13
6.	Knowledge about Vocations Requiring Essential Training	12

**Table 5.11: Highly Rated Vocational Needs of
High Achievers of Standard IX
N=10 (Boys=5; Girls=5)**

Rank Order	Vocational Needs	Fre- quency
1.	Knowledge of How to Write Applications	9
1.	Knowledge of One's Aptitude, Interests, Intelligence	9
3.	Knowledge about Various Vocations Open After Graduation	8
3.	Information Essential for Job Interviews	8
5.	Knowledge about Various Vocations Open to SSC Pass Students	7
5.	Knowledge about Vocations Requiring Essential Training	7

**Table 5.12: Highly Rated Vocational Needs of
Low Achievers of Standard IX
N=11 (Boys=6;Girls=5)**

Rank Order	Vocational Needs	Fre- quency
1.	Knowledge of How to Write Applications	9
1.	Knowledge about Vocations Requiring Essential Training	9
1.	Knowledge of One's Aptitude, Interests, Intelligence	9
4.	Knowledge about Various Vocations Open After Graduation	8
4.	Information Essential for Job Interviews	8
6.	Knowledge of How to Fill In Prescribed Application Forms	7

From what is presented in the above tables 5.8 to 5.12, it

may be noted that knowledge about areas in which to achieve proficiency, knowledge of one's aptitude, interests and intelligence and knowledge of how to write applications were the most predominant vocational needs of boys, whereas in addition to the first two needs above, knowledge of specific vocations open to girls was the most predominant vocational need expressed by girls. Knowledge of how to write applications and knowledge of one's aptitude, interests and intelligence were predominant vocational needs expressed by both high achievers and low achievers, whereas knowledge of vocations requiring essential training was also a predominant vocational need among low achievers.

Tables, 5.13 to 5.17 present the vocational areas about which the students wanted to know most.

Table 5.13: List and Ratings of Vocational Areas on which Standard IX Students Expressed their Desire to Know the Most.

N=36

Rank Order	Area	Frequency
1.	Stenography and Type-Writing	16
2.	Home Science	15
3.	Medicine	12
3.	Mechanical Applications	12
5.	Beautician Courses	11
6.	Engineering	10
6.	Business	10
6.	Electrical Applications	10
9.	Fine Arts	9
9.	Nursing	9
11.	Law	7
11.	Teaching	7
11.	Music	7
11.	Art and Design	7
11.	Electronic Applications	7
16.	Sports	6
17.	Library Science	5
18.	Bakery and Confectionary	3
19.	Compositing and Printing	2
19.	Book Binding	2
19.	Tailoring	2
19.	Driving	2
19.	Computer	2
19.	Embroidery	2
25.	Soldier	1
25.	Police	1
25.	Dairy Farming	1
25.	Spinning and Weaving	1
25.	Carpentary	1
25.	Pottery and Clay Modelling	1
31.	Agriculture	0
31.	Fishery	0
31.	Masonry	0

**Table 5.14: List and Ratings of Vocational Areas about which
Standard IX Boys Want to Know the Most
N=20**

Rank Order	Area	Frequency
1.	Engineering	7
1.	Mechanical Applications	7
1.	Stenography and Type-Writing	7
4.	Business	6
5.	Medicine	5
5.	Electrical Applications	5
5.	Electronic Applications	5

**Table 5.15: List and Ratings of Vocational Areas about which
Standard IX Girls Want to Know the Most
N=16**

Rank Order	Area	Frequency
1.	Home Science	14
2.	Beautician Courses	11
3.	Fine Arts	9
3.	Nursing	9
3.	Stenography and Type-Writing	9
6.	Teaching	7
6.	Medicine	7

**Table 5.16: List and Ratings of Vocational Areas about which
High Achievers of Standard IX Want to Know Most
N=10 (Boys=5;Girls=5)**

Rank Order	Area	Frequency
1.	Home Science	5
2.	Medicine	4
2.	Fine Arts	4
2.	Business	4
2.	Stenography and Type Writing	4

Table 5.17: List and Ratings of Vocational Areas about which Low Achievers of Standard IX Want to Know Most
N=11 (Boys=6;Girls=5)

Rank Order	Area	Frequency
1.	Home Science	5
1.	Nursing	5
1.	Stenography and Type Writing	5
2.	Mechanical Applications	4
2.	Beautician Courses	4

Tables 5.13 to 5.17 present the trend so far as the vocational areas which interest various categories of students. Boys wanted to know most about engineering, mechanical applications and stenography and type-writing, whereas girls preferred to know most about areas of home science, beautician courses, and fine-arts. Home science attracted both high achievers as well as low achievers. Medicine attracted high achievers while nursing attracted low achievers.

Data concerning educational needs are presented in tables 5.18 to 5.22.

(# Details of students' responses regarding Educational Needs are presented in Appendix - 30.)

**Table 5.18: Highly Rated Educational Needs
of Standard IX Students**

N=36

Rank Order	Educational Needs	Fre- quency
1.	Knowledge of how to improve memory	33
2.	Knowledge of Computer Education	32
3.	Knowledge of improving Thinking Power	31
4.	Information regarding marks requirement to qualify one to take English at SSC	30
4.	Knowledge related to how to improve one's performance in the examination	30
6.	Knowledge related to improving one's Reading Skills	28
7.	Knowledge related to overcoming fear and nervousness at the time of examination	27
8.	Knowledge about institutions running post SSC courses	26
8.	Knowledge related to improving one's reasoning power	26
10.	Knowledge related to admission policies of all types of Colleges in Gujarat	23
10.	Knowledge related to obtaining Free Text-books	23

**Table 5.19: Highly Rated Educational Needs
of Standard IX Boys**

N=20

Rank Order	Educational Needs	Fre- quency
1.	Information regarding marks requirement to qualify one to take English at SSC	17
1.	Knowledge of how to improve memory	17
3.	Knowledge of Computer Education	16
4.	Knowledge related to how to improve one's performance in the examination	15
5.	Knowledge of improving Thinking Power	14
6.	Knowledge of Courses specifically meant for Boys	13
6.	Knowledge related to overcoming fear and nervousness at the time of examination	13

**Table 5.20: Highly Rated Educational Needs
of Standard IX Girls**

N=16

Rank Order	Educational Needs	Fre- quency
1.	Knowledge of improving Thinking Power	16
1.	Knowledge of how to improve memory	16
1.	Knowledge related to improving one's Reading Skills	16
1.	Knowledge of Computer Education	16
1.	Knowledge of Courses specifically meant for Girls	16
6.	Knowledge related to how to improve one's performance in the examination	15

**Table 5.21: Highly Rated Educational Needs
of High Achievers of Standard IX**

N=10 (Boys=5;Girls=5)

Rank Order	Educational Needs	Fre- quency
1.	Knowledge of Computer Education	9
1.	Knowledge of improving Thinking Power	9
3.	Information regarding marks requirement to qualify one to take English at SSC	8
3.	Knowledge related to admission policies of all types of Colleges in Gujarat	8
3.	Knowledge of how to improve memory	8

**Table 5.22: Highly Rated Educational Needs
of Low Achievers of Standard IX**

N=11 (Boys=6;Girls=5)

Rank Order	Educational Needs	Fre- quency
1.	Knowledge about institutions running post-SSC courses	10
1.	Information regarding marks requirement to qualify one to take English at SSC	10
1.	Knowledge of Computer Education	10
1.	Knowledge related to how to improve one's performance in the examination	10
1.	Knowledge related to improving one's Reading Skills	10
1.	Knowledge of how to improve memory	10

Tables 5.18 to 5.22 present data concerning educational needs of various categories of respondents. Knowledge of how to improve memory was an expressed educational need of both boys and girls. Reading skills and thinking power were also concerns of the boys unlike that of the girls. Boys needed information regarding marks requirement to qualify one to take English as a subject at SSC; girls were not interested in this. Knowledge of computer education interested both high and low achievers. Improving thinking power interested high achievers, while knowledge of institutions running post-SSC courses interested low achievers.

Tables 5.23 to 5.27 present data concerning educational problems of various categories of respondents.

(# Details of students' responses regarding Educational Problems are presented in Appendix - 31.)

Table 5.23: Highly Rated Educational Problems of Standard IX Students

N=36

Rank Order	Educational Problems	Fre- quency
1.	Only one recess	29
2.	Difficulty in Geometry	26
3.	Weakness in Mathematics	24
3.	Mistakes in English Writing	24
3.	Not following English subject	24
3.	School never organises exhibitions	24
7.	Weakness in Grammar	23
7.	Forgetting things learnt in the presence of teacher	23
9.	Inability to concentrate on studies	22
10.	Difficulty in Algebra	21

**Table 5.24: Highly Rated Educational Problems
of Standard IX Boys**

N=20

Rank Order	Educational Problems	Fre- quency
1.	Only one recess	15
2.	School never organises exhibitions	13
2.	Difficulty in Geometry	13
2.	Mistakes in English writing	13
2.	Weakness in Grammar	13
6.	Not following English subject	12
6.	School never organises outdoor visits	12

**Table 5.25: Highly Rated Educational Problems
of Standard IX Girls**

N=16

Rank Order	Educational Problems	Fre- quency
1.	Only one recess	14
2.	Weakness in Mathematics	13
2.	Forgetting things learnt in the presence of teacher	13
4.	Inability to concentrate on studies	12
4.	Not following English subject	12

**Table 5.26: Highly Rated Educational Problems
of High Achievers of Standard IX**

N=10 (Boys=5;Girls=5)

Rank Order	Educational Problems	Fre- quency
1.	Only one recess	10
2.	Weakness in Mathematics	9
3.	Difficulty in Algebra	7
3.	Difficulty in Geometry	7
5.	Difficulty in Mathematics	6
5.	School never organises funfair	6

Table 5.27: Highly Rated Educational Problems of Low Achievers of Standard IX
N=11 (Boys=6;Girls=5)

Rank Order	Educational Problems	Frequency
1.	Only one recess	10
2.	Not following English subject	9
3.	Forgetting things learnt in the presence of teacher	8
3.	Homework not being checked is discouraging	8
3.	Mistakes in English writing	8
3.	School never organises exhibitions	8

Tables 5.23 to 5.27 present some interesting trends. Having only one recess was the most expressed educational problem among, all categories of students . This showed how much they resented the curricular load. Mathematics in general was a problem for girls while only geometry part of it worried the boys. Forgetting things learnt in the presence of teachers was a problem with girls as well as low achievers. This indicated an anxiety syndrome. Mathematics was perceived as a problem among high achievers, while English was perceived in this manner by the low achievers.

5.5 PERTAINING TO OBJECTIVES 3 AND 4 :

Statements of the objectives 3 and 4 may be recalled here :

Objective 3 :

"To develop an educational and vocational guidance programme based on the students' guidance needs identified."

Objective 4 :

"To try out the educational and vocational guidance programme thus developed and to find out its effectiveness."

Data pertaining to these two objectives are presented together in this section, following the school report.

5.5.1. Psychological Testing :

Six psychological tests were administered on the students, with the purpose of knowing their personality attributes which were necessary for developing the guidance programme.

(# Results of these tests are presented in Appendix - 37 :
(I) & (II))

5.5.2 School Report :

A report of the tryout of the educational and vocational guidance programme developed by the investigator is presented in this section, along with the evaluation done to study its effectiveness.

Title :

"Report on the Educational and Vocational Guidance Programme conducted at Zenith High School (Gujarati medium), Baroda, for Std. IXth 'C' class, during the year 1987-88".

Duration of the Guidance Programme : July 1987 to April 1988

Introduction :

Educational and Vocational guidance programme was developed and tried out by the investigator at Zenith High School (Gujarati medium). Zenith High School is a Co-education school. Each class had three divisions, i.e. A, B and C. The division 'C' was assigned to the investigator for the purpose of developing the guidance programme by the principal of the school.

The students of 'C' division were aware that they were relatively below average and this knowledge had affected their academic performance adversely.

There were 36 students in IXth 'C' class, of which few had passed the VIIIth Std.exams and the rest were promoted in to IXth Std.

The principal and the investigator had discussed the academic performance of the students and it was felt that these students were greatly in need of some kind of guidance to improve their academic performance and that the guidance programme were developed. For the above reasons, investigator got the permission to develop the educational and vocational guidance programme for the students of Std. IXth 'C'.

The principal had decided to allot one to two periods per week for the programme. Subject periods were not allotted, only P.T. and Drawing periods were allotted.

Implementation of the programme :

At first, the investigator explained to the students about guidance, educational guidance, vocational guidance, and their importance at secondary school level. As students were keen on knowing why and how the researcher was carrying out the study, she explained to them the procedural details of the study.

At the first step, the investigator administered the 'Educational and Vocational Needs and Problems' questionnaire to the students. This questionnaire included items on the educational and vocational needs and problems of the students, which the students had to respond to, according to their needs and problems. The questionnaire also included information about their family, viz., size of the family, income, occupation etc. After the students filled in the questionnaire and returned to the investigator, their responses were analysed. Depending upon these responses, the educational and vocational needs and problems were sorted out area-wise. Following which rank was given to all the items of the questionnaire. Scrutinising

these ranks, those needs and problems that were given priority by the students were delineated to finalise the items for developing the programme (Plan of this programme has been already presented on page No 117 and 118 of chapter-4). Based on the plan, a group guidance programme was developed for the students of IXth 'C'. For developing the group guidance programme, investigator had taken base line from some reference books and had taken suggestions from 'State Institute of Vocational Guidance', Ahmedabad.

The fact that 92 % of the students of IXth 'C' were under-achievers, was a strong impetus to carry out psychological testing in order to know their I.Q. Moreover experts from 'State Institute of Vocational Guidance', Ahmedabad, also had opined that psychological testing should be the first step of any educational and vocational guidance programme. (# Results of psychological testing are presented in Appendix - 37). Apart from I.Q., certain other aspects, like - interest, adjustment, study habits, mechanical comprehension and numerical aptitude of the students were studied in order to develop the educational and vocational guidance programme. Along with psychological testing 'Students' Information Form' and 'Parents' Information Form' were filled up by the students and parents respectively, with the purpose of collecting their personal information. Data from cumulative record card of the students were also collected to get complete information about each student.

The result of 1st test of Std. IXth 'C' was collected to see how many students were under-achievers. With these background information, the developed educational and vocational guidance programme was tried out on the students. As a first step, information about different universities, various optional subjects under each stream and about degree and diploma courses etc., were given to the students. Also, more detailed information about technical courses (I.T.I.), computer courses, different fields i.e. engineering, technology, agriculture etc. were given to the students. Booklets, pamphlets and posters regarding different types of courses, occupations/vocations and institutions were displayed on Notice board, and also made available in the library. After that, various topics in the class were discussed, such as -

- 1) how to improve study habits, 2) how to use dictionary,
 - 3) how to make effective time-table for better studies,
 - 4) how to write answers in the examinations, 5) how to get good marks in the examination, 6) how to improve hand-writings.
- At the end of the class, suggestions and guidance were given by the investigator, on the above topics.

Although the programme was in the initial stage, it was thought fruitful to know the ^ereactions of the students to the programme. Hence, in order to find out their reponses to the different aspects of the guidance programme, they were

requested to give their responses on plain paper, i.e. response to : 1) educational and vocational needs and problems questionnaire, 2) psychological testing, 3) the given information regarding different courses and streams, the given suggestions regarding improvement of study habits.

The students' reactions about the above aspects of the guidance programme were as under (in their own words) :

- (1) "We got awareness about our specific needs and problems."
- (2) "We received guidance regarding the improvement in our study habits."
- (3) "I came to know about different types of courses, which were available after S.S.C. and H.S.C."
- (4) "I got information regarding different types of vocations and occupations."
- (5) "I came to know about different types of courses and streams, vocations and institutions, which will help me to choose the optional subjects and streams at S.S.C. and H.S.C. level".
- (6) "Through psychological testing, for the first time we started^{ed} realising strength of our own abilities such as, intelligence, aptitude and interests, which will help us to build our future."

In order to improve skill of writing an application, the students were given orientation in this regard, for which an example each in English and Gujarati written on the black board. An explanation regarding how to fill prescribed forms of application was also given.

Facing an interview being a very important step in the context of starting a career, a demonstration, highlighting the effective behaviours needed for facing an interview, was given by the investigator.

With an objective of catering to the interest of girl students, information about 'Natural Beauty Care' was given along with information about different beauty parlours and beautician courses.

To make the students more aware about different careers, booklets and pamphlets regarding different courses and occupations were distributed among the students. Different charts related to various courses and occupations were shown, film shows were organised, a talk on information about "Different Branches and Streams of Technology and

Engineering Field" by an expert was organised. A career talk was also arranged on "Educational and Vocational Guidance" by an expert from the 'State Institute of Vocational Guidance', Ahmedabad. With the specific purpose of educational and vocational guidance, an exhibition was organised in which charts, pamphlets, booklets, books, brochures etc. regarding different courses, fields and institutions, were displayed; so that all students of the school got a chance to have a look at these materials.

In order to give the students an idea about industrial environment, a field visit to 'Windsor Foods Pvt. Ltd.' was arranged for the students of Std. IXth 'C'. Through this visit, the students were informed about the different processes of manufacturing biscuits, about the machines and tools used, about physical demands of the job and also about work ethics. Moreover, they also could have an idea about companies' policies, method of recruitment, method of training and about scales of salary.

At the end of the academic year, investigator gave a Rating scale (Questionnaire) to the students, to collect their opinions about the programme. After this with the purpose of studying the effect of the programme on academic achievement of the students, results of Ist and IInd test, and final examination were collected. Result of final examination of VIIth 'C' was collected to compare

academic achievement before and after undergoing the educational and vocational guidance programme.

5.5.3 Result of Academic Achievement Tests :

In order to study the effect of the developed programme on the academic achievement of the students (Which is a part of objective - 4), the investigator collected result of final examination of Std. VIIIth, and Ist, IInd and final examination of Std. IXth.

Tables 5.28 to 5.29 present the extent of academic gain made by the students having gone through the guidance programme.

(# Information regarding Academic Performance of the Students (Std. IXth 'C') is presented in Appendix - 32.)

Table 5.28: Academic Achievement of Std. IX Students as they progressed through the Guidance Programme

	I Term Test	II Term Test	Final Exam
N	35	32	33
Mean (%)	37.59	37.49	40.84
SD	9.67	9.93	7.08

Table 5.28 shows a certain improvement (although unsteady) in the group's performances from the two term tests to the final examination. Means show a little improvement.

Dispersion is a little less in the final examination as indicated by the SD, showing the group to be a little more homogenous in their improved performance in the final examination in comparison to those in the two tests.

Table 5.29: Students' Academic Performance Before (Std. VIII) and After (Std.IX) going through the Guidance Programme.

Distribution of Students' Marks in the Final Examination		
	Std.VIII	Std.IX
N	36	33
Mean (%)	40.08	40.84
SD	6.65	7.08

Table 5.29 shows a minor improvement in the performance of the group in the std.IX final examination in comparison to that in the std. VIII final examination. However, the variability in the Std. IX examination is more than that in the Std. VIII examination as indicated by the SDs.

5.5.4 Rating of the Programme :

As a part of the objective - 4 is to study effectiveness of the programme, the investigator administered Rating Scale to the students of class IXth'C' in order to study their opinion about the programme.

Tables 5.30 to 5.36 present the data pertaining to students' ratings.

(# Rating of Educational, Vocational and Socio-personal Aspects of the guidance programme by all students of Std. IXth 'C' are presented in Appendix - 33.)

Table 5.30: Students' Rating of the Various Aspects of the Guidance Programme

Dimension	Aggregated Rating Score Distribution		
	N	Mean (%)	SD
Educational	33	78.06	11.37
Vocational	33	76.6	9.58
Social & Personal	33	77.8	15.60

Table 5.30 shows that the students have by and large rated the guidance programme very well. Educational aspects of the programme have been appreciated better than the other two aspects.

(# Rating of Educational, Vocational and Socio-personal Aspects of the guidance programme by Boys and Girls are presented in Appendix - 34.)

Table 5.31: Boys' and Girls' Ratings of the Educational Aspects of the Guidance Programme

Aggregated Rating Score Distribution			
	N	Mean (%)	SD
Boys	20	75.92	10.02
Girls	13	81.44	12.73

Table 5.32: Boys' and Girls' Ratings of the Vocational Aspects of the Guidance Programme

Aggregated Rating Score Distribution			
	N	Mean (%)	SD
Boys	20	76.11	9.11
Girls	13	77.36	10.59

Table 5.33: Boys' and Girls' Ratings of the Socio-personal Aspects of the Guidance Programme

Aggregated Rating Score Distribution			
	N	Mean (%)	SD
Boys	20	72.38	14.29
Girls	13	86.15	14.16

Tables 5.31 to 5.33 present data pertaining to the ratings of boys and girls on the three dimensions of the programme. Girls have consistently rated all the three dimensions of the programme better than the boys. Among the three dimensions, boys rated the vocational dimension of the

programme the highest, whereas girls rated socio-personal dimensions of the programme the highest.

(# Rank order of High-achievers on the basis of their rating of Educational, Vocational and Socio-personal Aspects of the guidance programme are presented in Appendix - 35.)

(# Rank order of Low-achievers on the basis of their rating of Educational, Vocational and Socio-personal Aspects of the guidance programme are presented in Appendix - 36.)

Table 5.34: High and Low Achievers' Ratings of the Educational Aspects of the Guidance Programme

	Aggregated Rating Score Distribution		
	N	Mean (%)	SD
High Achievers	10	78	10.93
Low Achievers	11	80.12	11.87

Table 5.35: High and Low Achievers' Ratings of the Vocational Aspects of the Guidance Programme

	Aggregated Rating Score Distribution		
	N	Mean (%)	SD
High Achievers	10	78.99	9.57
Low Achievers	11	75.58	9.21

Table 5.36: High and Low Achievers' Ratings of the Socio-personal Aspects of the Guidance Programme.

----- Aggregated Rating Score Distribution -----			
	N	Mean (%)	SD

High Achievers	10	85.25	10.30
Low Achievers	11	77.73	14.94

Tables 5.34 to 5.36 present data corresponding to the ratings of the high and low achievers on the three dimensions of the guidance programme. Low achievers rated the educational aspects of the programme higher than the high achievers did. Among the three dimensions, high achievers found socio-personal aspects of the programme more useful, while the low achievers found educational aspects of the programme of greater use.

5.6 PERTAINING TO OBJECTIVE 5 :

The statement of the objective may be recalled as "to follow up a few of the students who underwent the educational and vocational guidance programme and probe into the long term effect of the programme on their lives".

The qualitative analysis of the questionnaire and the two case studies based on interviews are presented in this

section.

5.6.1. Analysis of the Responses to the Follow-up Questionnaire :

After completion of five years and six months of guidance programme, a brief questionnaire was mailed to all 33 students. Out of 33 students 10 responded. Out of 10 respondents only 5 returned the forms properly filled in with necessary information. Of these 5 respondents, 2 were girls and 3 were boys.

The following section presents the data regarding long term effect of the educational and vocational guidance programme on students' lives as expressed by them.

From the responses of the 5 students, it can be said that there were long term effects of the educational and vocational guidance programme developed by the researcher. It was delineable from their responses that psychological testing was greatly appreciated, and was taken as a way of understanding themselves, in terms of their intelligence, abilities, interest and aptitude. The programme was helpful to them in deciding their subjects and streams in Std. Xth and XIth, and thereafter. Another point that emerged was that the guidance programme helped them to improve their study habits, and their skill of writing answers in the

examinations. The other aspects, reported to be the positive effects of the programme were, improvement in the skill of writing an application, and that of facing an interview.

Thus, it can be concluded that, though the impact of the developed guidance programme was not immediately seen, on a long term it proved useful in some way or the other to the respondents.

5.6.2 Case Studies :

As is evident from the preceding section, the responses of all 5 students were more or less similar, as regards to the effectiveness of the developed guidance programme. Hence, it was decided that case study of two respondents (1 boy and 1 girl) would be done. The following section presents the details of these case studies.

The case study was conducted through in-depth interviews of the selected students. Later, the information collected through these interviews were processed qualitatively to prepare the report.

5.6.2.1 Case Study - 1 :

(# See Appendix - 27 for the Transcript No. 2)

Name : Tushar Thakor

Educational Qualifications :

- Done the I.T.I. course of Draftsman (Civil)
- F.Y. B.Com. (appeared in the exam this year)
- Doing computer course
- Doing part time job

Date : 24.5.94

After completing H.S.C., Tushar had got admission in F.Y.Science. But he was more interested in technical field, and so he opted for I.T.I. technical course of Draftsman (Civil). After finishing I.T.I. course, he joined the commerce stream. In the year 1994 he had given the final examination of F.Y. B.com. and had also joined the computer course. For his own personal needs, i.e. for purchasing the books, paying fees for different courses etc., he was doing part time job on contract basis.

Coming to his views regarding educational and vocational guidance programme developed by the investigator, it was clearly understood that he was greatly benefited by the programme. Firstly the career talk, exhibition and the detailed information about the different courses and

vocations provided by the investigator, all were helpful to decide the subjects in Std. Xth and XIth. Secondly, guidance regarding improving study habits, preparation for examination and the mode of answering questions in the examination, all were helpful to perform well in the final examination. Also, career talks regarding different educational courses and vocational training courses, referring to the different booklets regarding technical courses proved beneficial for taking decisions regarding joining I.T.I. course. Getting admission in computer course also, was in a way possible due to the inputs provided in the programme, viz., information regarding 1) computer course, 2) attributes essential for facing an interview, etc.

In conclusion, he opined that such guidance programmes should be a part of every school programme, so that all students would be benefited by it, in terms of guidance for selecting subjects and career, for facing interviews and for knowing about self.

5.6.2.2 Case Study - 2 :

(# See Appendix - 26 for the Transcript No.1) .

Name : Seema Patel.

Educational Qualifications :

- T.Y. B.Com. (appeared in the exam in the year 1994)
- Done the course of Beautician (short term course)

Date : 1.5.94

After finishing H.S.C., Seema got admission in Commerce college. She had given the examination of T.Y. B.com. She had also done a short term beautician's course.

According to her, the educational and vocational guidance programme was more useful to her during college days rather than school days. To substantiate her points, she put forth the following points :

- her reading habits improved to a great extent, opening her knowledge horizons wider.
- her study habits became more systematic and organised as compared to that of school days.
- the above two developments led to the completion of the commerce course.
- her decision to join the beautician's course after completing XIIth, was an effect of the guidance programme.

- career talks, exhibition, reading materials, all facilities provided during the guidance programme helped more in selecting the subjects in college as compared to selecting the subjects in Std. Xth and XIth.

To top it all, she attributed a lot of value to the guidance programme as, it equipped her to provide personal guidance and career guidance to her brother.

She strongly vouched for psychological testing, as it revealed to her about self, her potentials and interests, which subsequently helped her to think of the alternatives regarding career options.

She was all in praise for the guidance programme and said that such programme would definitely be of tremendous value to students and that every school should organise such programmes.

5.6.2.3 Discussion :

As presented in the preceding sections : 5.6.2.1 and 5.6.2.2 (case study -1 and case study -2), it was a long term effect of educational and vocational guidance programme on students' lives.

It seemed that the educational and vocational guidance programme developed by the investigator was meaningful for the students. Infact, although these students were exposed to the programme-five years and six months before the case studies were conducted, they could emphatically point out the specific impacts of the programme, viz. :

- knowledge about self through psychological testing,
- ease in deciding about optional subjects as an outcome of exposure to career talks and further discussions,
- improvement in examination results, facilitated by improved study habits and skill of answering questions, both acquired as a result of the guidance programme.

5.7 FINDINGS :

The objective wise findings are as follows :

1. In the city of Baroda, most of the schools do not have fullfledged guidance programme.
2. Lack of funds, lack of motivation among teachers and lack of infrastructural facilities are among the reasons for not starting guidance services in schools.
3. Schools located in areas where higher income groups lived, and those with high instuitutional performance

have made concerted efforts for offering guidance services.

4. Those schools which had fullfledged guidance programme provided guidance services only for the problem children, i.e. their target group comprised of emotionally disturbed, handicapped and educationally backward children only.
5. In those schools which had full time counsellors, the techniques used were individual guidance and counselling, and psychological testing.
6. In those schools which had full time counsellors, the counsellors did not develop any guidance programme on the basis of needs of the students.
7. The full time counsellors did not put forth any effort to regularly monitor the guidance programme or to improve it in any way.
8. The students by and large manifested need for guidance programmes.
9. Boys and girls had vocational aspirations and self perceptions clearly distinct from each other. This again was the case between high and low achievers.

Children were remarkably realistic in their aspirations. Considering that the sample cluster was from the lower middle class, the relative homogeneity in their perceptions of their possibilities was understandable.

10. In the case of boys and girls, knowledge about areas in which 'to achieve proficiency, knowledge of one's aptitude, interests and intelligence', and 'knowledge of how to write applications' were the most predominant vocational needs.

In addition to that, 'knowledge of specific vocations open to girls' was the most predominant vocational need expressed by the girls.

11. In the case of high achievers and low achievers, 'knowledge of how to write applications' and 'knowledge about one's aptitude, interests, and intelligence' were the predominant vocational needs expressed.

In addition to that, 'knowledge of vocations requiring essential training' was also a predominant vocational need among low achievers.

12. In the case of vocational areas, boys wanted to know most about the fields, like - Engineering, Mechanical Applications, Stenography and Type writing. Whereas

girls preferred to know most about the areas of Home-Science, Fine-arts and about Beautician courses.

13. The area of Home-Science attracted both, high achievers and low achievers.

Medicine attracted high achievers, while Nursing attracted low achievers.

14. Educational needs, like - 'knowledge of how to improve memory' was an expressed educational needs of both the boys and girls.

'How to improve reading skills and thinking power' were concerns of the girls. Whereas boys needed information regarding 'marks requirement to qualify one to take English as a subject at S.S.C. level'.

15. 'Knowledge of computer education' interested both, the high and the low achievers.

'Improving thinking power' interested high achievers, while, 'knowledge of institutions running post ssc courses' interested the low achievers.

16. 'Having only one recess' was the most expressed educational problem among all the categories of students. This showed how much they resented the curricular load.

17. Mathematics in general, was a problem for girls, while only geometry part of it worried the boys.

Forgetting things learnt in the presence of teachers was a problem with girls as well as with the low achievers. This indicated an anxiety syndrome.

18. Mathematics was perceived as a problem among the high achievers, while English was perceived similarly by the low achievers.

19. There was little improvement in academic performance of the students, in the final examination (of Std. IXth), in comparison to those in the two tests (Ist and IInd test results of Std. IXth).

20. Student's academic performance after going through the guidance programme showed a minor improvement in the Std. IXth final examination, in comparison to that in the Std. VIIIth final examination.

21. Educational aspects of the guidance programme were more appreciated than the Vocational and Socio-personal aspects, by all students.

22. Girls consistently rated all the three aspects (educational, vocational and socio-personal) of the programme better than boys.

Among all the three aspects (educational, vocational and socio-personal) boys rated the vocational aspects of the programme the highest, Whereas girls rated socio-personal aspects the highest.

23. Among all the three aspects (educational, vocational and socio-personal) high achievers rated the socio-personal aspects of the programme higher, whereas the low achievers rated educational aspects of the programme higher.
24. The students by and large had rated the programme very high. Girls specifically seemed to have gained more.
25. It was found that guidance programme, based on students' needs and techniques of Group-guidance was more successful.
26. The guidance programme that was developed by the investigator had not contributed greatly towards immediate academic gain. But there was definite long term effect of the programme on the lives of the students.
27. It seemed that there is a long term positive effect of educational and vocational guidance programme on the

lives of the students. The specific benefits of the programme as revealed by the students were :

- 1) knowledge about self through psychological testing,
- 2) ease in deciding about optional subjects and streams as an out come of exposure to exhibition, career talks, and further discussions.
- 3) knowledge about different educational courses, various occupations and different institutions, through career talks, exhibition and reading materials.
- 4) improvement in examination results, facilitated by improved study habits and skill of answering the questions; both acquired as a result of the guidance programme.

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